DOCUMENT RESUME

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ABSTRACT

This institute was comprised of three phases: planning, training, and follow-up from April, 1966 through October 1967. Administrators were trained in staff utilization, counselors dealt with typical interracial counseling problems, and teachers were involved in developing educational experiences for the newly desegregated classroom. Among the procedures were work groups, panels, tele-lectures, and sensitivity training. (Author/CB)

ED056105

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A. Title: Institute for Administrators, Counselors, and Teachers on Selected Problems Occasioned by Desegregation and Integration

Author of Report: Ralph L. Duke

Contract Number: OE-EOP-SS66 - 2-97-680
P.L. 88-352, Title IV
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Program Director: Ralph L. Duke, Professor of Education
University of Delaware

Imprint of Contractor: College of Education
University of Delaware

Supported by: The Project Reported Herein Was Supported By a Contract from the United States Department of Health, Education, and Welfare

Date Transmitted: August 31, 1966

B. Dates: The planning phase was begun on April 14, 1966 and continued through July 31, 1966. Activities involved in this phase included meetings with the Planning Panel, School Chiefs of Kent and Sussex counties, and representatives of the United States Office of Education.

The training phase was begun on August 1, 1966 and continued through August 19, 1966. Activities involved in this phase included a group of school administrators, a group of school counselors, and a group of classroom teachers.

The follow-up phase began on September 1, 1966 and will continue through October 1, 1967.

C. Participants: Actual participants in the training phase numbered sixty (60). Types of school personnel were (1) school administrators, numbered nine, (2) school counselors, twenty-two, (3) classroom teachers, twenty-seven, (4) school secretary, one, and (5) State Department of Instruction, one. The total participant population represented seventeen school districts.

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ABSTRACT (continued)

D. Objectives: (1) To identify and analyze problems related to faculty-staff integration which have been occasioned by school desegregation.

(2) Special training for school administrators in the process of job description, analysis, and redeployment of faculty and staff will be provided.

(3) Secure and organize data relative to effective counseling procedures in integrated schools. These data will be secured from reported studies (descriptive and normative) and from counselor participants' experiences in their own schools. The organization and analysis of these data will be used as norms for determining effective counseling procedures.

(4) Identification and analysis of specific problems when a Negro counselor counsels with white pupils; when a white counselor counsels with a Negro pupil; and when counselor counsels with Negro and white pupils in the same group.

(5) To train classroom teachers to become skillful in developing and analyzing teaching-learning experiences which will enhance equal educational opportunities for all children in the classroom.

(6) To provide an opportunity for all Institute participants to become more skilled in utilizing, and assisting others to utilize, more effective human relation techniques within faculty-staff.

E. Procedures: The procedures utilized during the training phase included basic information from education, sociology, psychology, lecture-discussion, small group discussion, work groups, reporting panels, tele-lecture, films, sensitivity training, and library reading.

F. Results and Conclusions: Participants were asked to identify problems they felt would be occasioned by desegregation and integration on the first day of the training session. These problems were listed under several categories, such as faculty-faculty relationships, faculty-pupil relationships, faculty-community relationships, the development of appropriate curricula materials for their school systems, faculty-counselor relationships, and counselor-pupil relationships. Continuous assessment of the feelings of participants were made as the training progressed. Participants volunteered comments from time to time. Staff members

ABSTRACT (continued)

made continuous observation of reactions of participants. The last day of the training period each participant was asked to assess his own feelings and learnings. Also, the total group was divided into small groups and each group was asked to make an assessment of feelings and learnings. An analysis of these data indicated that the stated objectives were accomplished. Since the follow-up will continue throughout the 1966 1967 school year. Therefore, the final assessment cannot be made until the end of the school year.

The staff members concluded that the training session was a success and that this would not have been possible except for the fact that the United States Office of Health, Education, and Welfare defrayed the cost of the project.

DESCRIPTION OF PROGRAM

(a.) Participants:

The following is a list of the participants with their business address and title:

(1)

NAME	NAME OF SCHOOL	TITLE
Akers, Lee C.	Wm. Henry Middle School	Classroom Teacher
Baum, Benjamin M.	W. Park Place	Counselor
Buckland, Donald L.	Dover Middle School	Assistant Principal
Carfagno, Anthony C.	Bayard Junior High	Counselor
Carmean, R. Wayne	Gunning Bedford High	Classroom Teacher
Cinelli, Louis B.	Oak Grove	Counselor
Cober, Mrs. Helen	Georgetown	Classroom Teacher
Cober, Louis E.	Georgetown	Classroom Teacher
Connell, Richard L.	Dover Air Force Base High	Counselor
Conrad, William L.	De La Warr	Counselor
Crawford, Henry E.	Townsend-Middletown	Principal
Davis, Ronald	Middletown	Classroom Teacher
Dennis, Russell F.	Dover	Counselor
deWilde, Margaret	Lora Little	Counselor
Edgerton, Mrs. Anna H.	Milton	Classroom Teacher
Edgerton, Robert Jr.	Milton	Classroom Teacher
Fallon, James D.	Milton	Counselor
Frisby, Franklin M.	Middletown	Classroom Teacher
Grimm, Jack L.	Felton	Counselor
Haggerty, Lynda B.	Georgetown	Classroom Teacher

NAME	NAME OF SCHOOL	TITLE
Harris, Mrs. Dorothy B.	Delaware State College	Counselor
Harris, Mrs. Rosa Lee	Skyline Jr. - Stanton	Counselor
Hearne, William M.	William C. Jason	Classroom Teacher
Hollingsworth, Mrs. Reba R.	Dover	Counselor
Johnson, James A. Jr.	Middletown	Chief School Office
Jones, Mrs. Constance	Milton	Classroom Teacher
Keen, Sadie Singer	Middletown	Classroom Teacher
Kielkopf, Mrs. Virginia	Middletown Middle	Classroom Teacher
King, Leslie B.	Brown Technical	Counselor
Kinney, Mrs. Ruth B.	Christiana Senior	Counselor
Major, Betty A.	George Reed Jr.	Classroom Teacher
McThenia, Mrs. Barbara A.	Dover Central Middle	Classroom Teacher
Meredith, Everett	Middletown Middle	Principal
Minnich, James J.	Gunning Bedford	Counselor
Moody, Herman T. Sr.	State Dept. Public Instruction	Attendance Officer
Morris, Radia	Selbyville	Classroom Teacher
Oliver, Ulysses L.	Dover	Assistant Principal
O'Neill, Mrs. Clemencia H.	Milton	Classroom Teacher
Panzetta, Nicholas J.	P. S. duPont	Counselor
Passante, Fred R.	Middletown	Principal
Piper, Mrs. Viola W.	Milton	Classroom Teacher
Pyne, Theodore R.	Dover	Counselor
Rambo, James A.	Marshallton Elementary	Classroom Teacher
Rummell, George A.	Dover Senior High	Counselor

NAME	NAME OF SCHOOL	TITLE
Russell, Carol N.	Dover Middle	Classroom Teacher
Sherer, Henry G.	Caesar Rodney High	Counselor
Shockley, Martha	Milton Elementary	Classroom Teacher
Smith, Mrs. Alma S.	Seaford	Counselor
Terrell, James	Christiana Junior	Counselor
Waller, Chester A.	William C. Jason	Classroom Teacher
Warnell, Ann M.	Claymont	Classroom Teacher
Waters, Alfred G.	Middletown	Assistant Chief School Officer
Watson, Elwood J.	Milton	Classroom Teacher
Wolfram, Paul W.	Dover	Classroom Teacher
Wolfram, Ruth S.	Felton	Classroom Teacher
Wootten, Harold E. Jr.	Georgetown	Classroom Teacher
Yates, Junius N.	William C. Jason	Principal

(2) There were seventeen (17) Negro and thirty-three (33) Caucasian participants in the Institute. There were nine school administrators, twenty-two school counselors, twenty-seven classroom teachers, one school secretary, and one person from the Department of Public Instruction.

The school systems represented in the Institute and the schools within each system were:

Dover, Middle School and High School; Caesar Rodney, High School; De La Warr, High School; Felton, High School; Milton, Elementary and High School; Middletown, Elementary, Middle School, High School; Georgetown, Elementary and Junior High School; William Jason, High School; Gunning Bedford, High School; Wilmington, Elementary, Junior High School, High School; Stanton, Elementary, Junior High School; Marshallton, Elementary, Junior High School; New Castle, Junior High School; Newark, Elementary, Senior High School; Claymont, Elementary.

b. Permanent Staff:

(1) Permanent Staff

Dr. Ralph L. Duke (University of Maryland), Educational Psychologist, Institute Director. His roles included directing the pre-planning activities for the Institute; selection and employment of staff members; supervising the total activities of the Institute; planning follow-up activities; and writing the final report.

Dr. Victor Mankin (Temple University), Counseling Specialist, Director of the Counselor Group. He assumed the following roles: Assisted the Institute Director in establishing criteria for selection of counselor participants; issued the invitation to participate to counselors; made recommendations for consultant help for the group; served as liason person with Education and Training Committee of the Industrial Services Committee of the Walnut Street Branch of the Y.M.C.A., Wilmington, Delaware; was co-trainer in a sensitivity training group and wrote the final report of activities of the counselor group in the Institute. His special areas of strength were (1) interpersonal relationships with school counselors in the State of Delaware, (2) his experience in working with representatives from business and industry, (3) his knowledge of counseling techniques, (4) his willingness to "innovate", (5) and his interest in preparing counselors in becoming more effective in working with pupils and school staff members.

Dr. Val Arnsdorf (University of California), Social Studies Specialist, Director of the Teacher Group. He assumed such roles as assisting the Director in selection of Institute participants; pre-planning the activities for the teacher group; collecting materials for use in the Institute; served as a sensitivity trainer for one of the groups; made recommendations for consultants to work with the teacher group; presented lectures on curriculum materials and development of the same, to the total participant group; and wrote the final report on the activities of this group. He is highly qualified to present lectures on social studies curriculum and to demonstrate teaching techniques to classroom teachers. His areas of strength are (1) his knowledge of subject matter in the social studies field, (2) his ability to present this subject matter to classroom teachers, (3) his experience as a teacher in an integrated school, (4) his ability to organize teacher groups into productive work situations, and (5) his interpersonal relationships with Institute participants.

Dr. Howard Lamb (University of Maryland), Educational Psychologist, sensitivity trainer for one of the groups. His primary role was that of a trainer in the sensitivity training sessions. He assisted the Director in planning for sensitivity training activities. He also worked with individuals and small groups of individuals on interpersonal relationship problems related to school desegregation and integration.

Mr. John Parker (Columbia University), Chief School Officer, William Jason Comprehensive High School, Georgetown, Delaware, served as Assistant to the Institute Director. He assumed the following roles: (1) Assisted the Director in planning the Institute, (2) served in an advisory capacity to the Administrator Group, and (3) assisted the Director in a continuous evaluation of the Institute. His areas of strengths are (1) his knowledge of the status of desegregation and integration in the schools of Kent and Sussex counties, (2) his relationships with all chief school officers in the state of Delaware, and (3) his ability to relate to people of all races.

Mr. Maren McDowell (New York University), Counseling Specialist, Dover Special School District, was assistant director of the Counselor Group. He assumed the following roles: (1) Assisted Dr. Mankin in planning the activities for the Counselor Group, (2) selected the Junior-Senior High School pupils to serve as interviewees for the counselors, (3) introduced visiting consultants and conducted the discussion following the presentations, and (4) assisted in writing the report of activities of the Counseling Group. His areas of strength: (1) ability to relate to counselors of both races, (2) advising white counselors regarding effective counseling techniques when counseling Negro pupils, (3) his relationship with both Negro and Caucasian interviewees, and (4) his ability to summerize at the close of a discussion of presentations by visiting consultants.

Mrs. Joan Knotts (University of Delaware), Language Arts Specialist, Marshallton School District, was assistant to Dr. Arnsdorf, Director of the Teacher Group. Her roles were (1) assisted Dr. Arnsdorf in planning activities for the Teacher Group, (2) assumed responsibility for supervising the curriculum development work of the secondary school classroom teachers, (3) provided consultation and guidance for teachers as they worked on problems occasioned by segregation and integration, and (4) assisted in writing the report of activities of the Teacher Group. Her areas of strengths are (1) her knowledge of Negro pupils attending an integrated school, (2) her ability to relate to

teachers of both races, (3) her knowledge of curriculum problems, especially in the area of language arts, (4) her ability to secure reactions of Institute participants on an informal basis, and (5) in writing reports of activities of the Teacher Groups.

Mr. Ronald Lambden (University of Delaware), Graduate Assistant, worked with the entire Institute staff. He assumed responsibility for physical arrangements, equipment, teaching aids, library facilities, and assisted the Institute staff in providing a "smooth operation" of the Institute. He performed all of these assignments with a high level of skill and thereby was influencial in making the Institute successful.

(2) Consultants and Guest Lecturers:

Dr. Harold Brown, Sociologist, University of Delaware, presented the opening lecture to the Institute participants. His primary role was that of guest lecturer and consultant for one day. He made a presentation on "Next Steps in the Desegregation-Integration Process". A question-discussion by participants and Dr. Brown followed the presentation. He spent the remainder of the time in consultation with small groups of participants. His preparation for the presentation and the presentation were excellent. He was enthusiastically received by the participant group. He could make a significant contribution to the success of Institutes anywhere they may be held.

Mr. J. H. Sears, Chairman, Education and Training Committee, Personnel Division, E. I. duPont deNemours and Co., made the orientation presentation to the Counselor Group. This presentation was a description of activities the particiapnts would experience during their visit to selected places of Business and Industry.

Dr. Charles S. Dewey, Dewey Associates, Chicago, Illinois, presented a tele-lecture to the Counselor Group. Dr. Dewey presented a thirty-five minute lecture on counseling techniques. This was followed by a question-answer discussion. The lecturer's degree of preparedness and quality of presentation was excellent.

Mrs. Carolyn Vaughn, Social Worker, presented a lecture to the Counselor Group in the morning on the topic, "The Counselor and the Social Worker". A discussion of the presentation followed. She spent the remainder of the morning working with individuals and small groups.

During the afternoon Mrs. Vaughn presented a lecture to the Teacher Group on the topic,"Whom Do We Teach". She followed the same procedure as described for the Counselor Group. Her preparation and presentations were excellent. She could make a significant contribution to the success of any Institute of desegregation and integration.

Mr. Wesley Marshall, Secretary, Industrial Services Committee, Walnut Street Branch, Y.M.C.A. During the morning Mr. Marshall presented an illustrated lecture - "The Classroom Teacher and the Community" - to the Teacher Group. A question-discussion period followed. In the afternoon he presented a lecture - "Institution and Technical Changes in our Society" - to the Counselor Group. His presentation was adequate.

Mr. Kirby Krams, Director, Preventative Services for the Youth Commission, presented a lecture to the Teacher Group, "The Classroom Teacher Must Understand Pupils", during the morning session. A discussion of the presentation followed. He spent the remainder of the morning working with individuals and small groups. In the afternoon he spoke on the topic, "Feelings of Youth"to the Counselor Group. His degree of preparedness and quality of presentations were both excellent. He was well received by all participants.

Dr. Robert Stegner, Science Specialist, presented a lecture to the Teacher Group on the topic, "Biology and Human Relations", during the morning session. In the afternoon he discussed "The Relationship of Science" to the total curriculum. His preparation and presentations were excellent.

Mrs. Kathryn Y. Hazeur, Elementary School Principal, presented two lectures to the Teacher Group - in the morning session she spoke on the topic, "Problems of Language Development", and in the afternoon on the topic, "The Status of Integration and the Nature of Teacher-Pupil Communications". She spent some time in both the morning and afternoon sessions consulting with small groups of teachers. Her preparation and presentations were excellent. She could make a significant contribution to any Institute.

Mr. Joseph Kaye,Educational Program Director, Youth Services Commission, made a presentation to the Teacher Group on the topic, "Teaching Disassociated Youth". In the afternoon he discussed the topic,"Youth's Perceptions of School", with the Counselor Group. Both presentations were adequate.

Dr. Victor Mankin, Counseling Specialist, discussed the topic, "Motivation", with the Teacher Group. His preparation and presentation were both excellent.

(c) Content:

The program content was classified into two categories, namely, (1) that content to be examined by the total participant group and (2) that to be examined by administrators, counselors, and teachers.

The content for all participants included an overview of racial, religious, and ethnic groups in the American society; the psychological, sociological, and educational factors which explain differences between groups; approaches and strategies to solving problems occasioned by desegregation and integration; use of differentiated programs of study for pupils; instructional organization which seem effective; and school-community efforts to provide equal educational opportunity for all pupils.

The Administrator Group examined such topics as (1) Faculty-Staff Integration, (2) Faculty and Staff Assignments, (3) Strategies for Solving Faculty-Staff Integration Problems, and (4) Securing Community Cooperation in Solving Problems Occasioned by Desegregation and Integration.

The Counselor Group secured and organized data relative to effective counseling procedures in integrated schools. These data were derived from reported studies (normative and descriptive) and from counselor participants' experiences in their own school. They identified and analyzed specific problems when a Negro counselor counsels with a Caucasian pupil, and when a Caucasian counselor counsels with a Negro pupil. They examined motivation techniques for use with minority group members. They studied methods and procedures for becoming more skilled, and assisting others in becoming more skilled in human relations.

The Teacher Group examined basic principles underlying the organization of curriculum materials judged to be appropriate for an integrated school. They placed emphasis on the processes of valuing (a study of value systems, process of value change) and decision-making; model curriculum projects were utilized. Also the latest curriculum research and development activities were examined. The group analyzed environmental characteristics and the changing characteristics of pupils to determine the implications for the types of educational programs judged to be effective.

The content studied by each group was judged to be an effective vehicle for accomplishing the stated objectives. This judgment was based upon expressed (oral and written) opinions of the participants, and observations of staff members. The length of time (three weeks) was judged to be adequate.

INSTITUTE PROGRAM
TEACHER GROUP

WEEK I

Aug. 1 9:00 - 12:00

Opening session - total institute

12:00 - 1:30

Lunch

1:30 - 4:00

Orientation overview of three week program, development of working schedule, organization of sub-groups.

Aug. 2 8:30 - 10:45

Sensitivity training program

10:45 - 11:00

Break

11:00 - 12:00

Curriculum Development Projects

12:00 - 1:30

Lunch

1:30 - 4:00

New media for instruction, utilization of instructional resources, initiation of sub-group projects.

Aug. 3 11:00 - 12:00

Curriculum development projects

12:00 - 1:30

Lunch

1:30 - 3:00

Mrs. Vaughn "Whom Do We Teach?" characteristics of the learner

3:00 - 4:00

Implications for teaching and group projects

WEEK I (cont.)

Aug. 4 11:00 - 12:00

Processes of knowing - learning how to learn

12:00 - 1:30

Lunch

1:30 - 3:00

Mr. Wesley Marshall "Institution and Technical Changes in our Society"

3:00 - 4:00

Impact on the curriculum

Aug. 5 11:00 - 12:00

Processes of knowing - learning how to learn, intellectual operations in the classroom

12:00 - 1:30

Lunch

1:30 - 3:00

H. Kirby Krams "Feelings of Youth"

3:00 - 4:00

Teacher - pupil relationships

Week II

Aug. 8 11:00 - 12:00

Dr. Robert Stegner "Science for all Pupils"

12:00 - 1:30

Lunch

1:30 - 3:00

Dr. Robert Stegner "Relationship of Science to Total Curriculum"

3:00 - 4:00

Group work

WEEK II (cont.)

Aug. 9 11:00 - 12:00

Mrs. Hazeur "Problems of Language Development"

12:00 - 1:30

Lunch

1:30 - 3:00

Mrs. Hazeur "State of Integration Development and Nature of Teacher-Pupil Communication"

3:00 - 4:00

Group Work

Aug. 10 11:00 - 12:00

Victor Mankin "Motivation of the Learner-Development of Self-concept"

12:00 - 1:30

Lunch

1:30 - 4:00

Nature and availability of instructional resources, criteria for selection

Aug. 11 11:00 - 12:00

Problems of evaluation

12:00 - 1:30

Lunch

1:30 - 3:00

Problems of evaluation

3:00 - 4:00

Group projects

WEEK II (cont.)
Aug. 12 11:00 - 12:00

Using evaluation data in the classroom

12:00 - 1:30

Lunch

1:30 - 3:00

Diagnosis and prognosis

3:00 - 4:00

Group projects

WEEK III
Aug. 15 11:00 - 12:00

Changing curricula, climate for change

12:00 - 1:30

Lunch

1:30 - 4:00

Group Reports

Aug. 16 11:00 - 12:00

Curriculum proposals for tomorrow

12:00 - 1:30

Lunch

1:30 - 3:00

Joseph Kaye "Teaching Disassociated Youth"

3:00 - 4:00

Group Activities

WEEK III (cont.)
Aug. 17 11:00 - 12:00

Counselor group report "Youth's perception of schools"

12:00 - 1:30

Lunch

1:30 - 4:00

Group activities

Aug. 18 11:00 - 12:00

Teacher-Action research for the classroom

12:00 - 1:30

Lunch

1:30 - 4:00

Group reports and synthesis

Aug. 19 8:30 - 4:00

Total institute summarization and evaluation

INSTITUTE PROGRAM
COUNSELOR GROUP

FIRST WEEK

Monday - August 1 9:00 - 10:45

Opening Session

10:45 - 11:00

Coffee

11:00 - 12:00

Guidance Section Meeting (Blue and Gold Room)

12:00 - 1:30

Lunch

1:30 - 2:00

Guidance Section Meeting

2:00 - 2:30

Interview of Participants by Participants

2:30 - 4:00

Orientation to Second Week Program:
Mr. J. H. Sears, Chairman, Education and
Training Committee
Personnel Division
E. I. duPont deNemours & Co.

INVITED GUESTS

Mr. P. B. Lewis, Chairman, Industrial Services
Committee
115 Almond Road
Liftwood
Wilmington, Delaware

Mr. Wesley J. Marshall, Secretary
Industrial Services Committee
1805 Miller'sRoad
Arden, Delaware

FIRST WEEK (cont.)

Mr. Nelson Tate, Chairman
Transportation and Warehousing
Traffic Department
E. I. duPont deNemours & Co.
Wilmington, Delaware 19898

Mr. Ned Hankins, Chairman
Utilities and Civil Service
Diamond State Telephone Company
3900 Washington Street
Wilmington, Delaware

Miss Shirley A. Reilly, Chairman, Manufacturing
Personnel Division
E. I. duPont deNemours & Co.
Wilmington, Delaware 19898

Mr. Richard Heald, Chairman
Finance and Insurance
Delaware Trust Company
Wilmington, Delaware

Mr. Harvey Billingham, Chairman
Merchandising and Services
Sears, Roebuck and Company
4301 Market Street
Wilmington, Delaware

Tuesday - August 2

8:30 - 10:45

Sensitivity Training

10:45 - 11:00

Coffee

11:00 - 12:00

Discussion of Interviewing Techniques

12:00 - 1:30

Lunch

1:30 - 2:30

Continuation of Discussion on Interviewing Techniques

2:30 - 3:00

Preparation of Questions for use during Dr. Charles Dewey's Telelecture on Wednesday

FIRST WEEK (cont.) 3:00 - 4:00

Organization of TV Taping Procedures and Demonstration of Equipment in McLane Room

Wednesday - August 3 8:30 - 10:45

Sensitivity Training

10:45 - 11:00

Coffee

11:00 - 12:00

Mrs. Carolyn Vaughn, Consultant

12:00 - 1:30

Lunch

1:30 - 2:30

Telelecture: Dr. Charles S. Dewey

2:30 - 4:00

Committee Members Meeting to Organize and Visit with Consultants (as available)

TV taping will start at this juncture and continue whenever feasible throughout the three week period. A minimum of one video tape will be produced for each participant.

Each completed tape will be viewed by the interviewer and a minimum of two additional counselor participants who will offer constructive evaluations of the interviewing techniques employed. The TV tape viewers will also be on the alert for information relevant to the three working committees. (See separate sheet for committee assignments)

Thursday - August 4 8:30 - 10:45

Sensitivity Training

10:45 - 11:00

Coffee

FIRST WEEK (cont.) 11:00 - 12:00

Mr. Wesley Marshall, Consultant

12:00 - 1:30

Lunch

1:30 - 2:30

Guided Tour of the Morris Library

2:30 - 4:00

Meeting of Committee Members with Consultants (as available)
Library Research

Friday - August 5 8:30 - 10:45

Sensitivity Training

10:45 - 11:00

Coffee

11:00 - 12:00

Mr. H. Kirby Krams, Consultant

12:00 - 1:30

Lunch

1:30 - 2:00

Finalizing of Plans for Second Week

2:00 - 3:00

Meeting of Committee Members with Consultants (as available)
Library Research

NOTE: TV taping and constructive evaluations will continue.

3:00 - 4:00

Viewing by total Guidance Group of a TV tape produced earlier.

SECOND WEEK

Counselors will spend the second week visiting businesses and industrial establishments in the state through a cooperative arrangement with the Education and Training Committee of the Industrial Services Committee of the Walnut Street Branch Y.M.C.A.

See separate program describing industry week and listing participants by groups. Each participant will interview an employee as part of the industry visit on Monday.

Note: TV taping will continue (in the early morning and evening hours) for participants living in New Castle County.

THIRD WEEK

Monday - August 15 8:30 - 10:45

Sensitivity Training

10:45 - 11:00

Coffee

11:00 - 12:00

Report on Second Week Activities by each of the five groups.

12:00 - 1:30

Lunch

1:30 - 2:30

Continuation of Reports on Second Week Activities

2:30 - 4:00

Meeting of Committees and Library Research

Note: TV taping and constructive evaluations will continue

Tuesday - August 16 8:30 - 10:45

Sensitivity Training

10:45 - 11:00

Coffee

THIRD WEEK (cont.) 11:00- 12:00

Joseph Kaye, Consultant

12:00 - 1:30

Lunch

1:30 - 4:00

Meeting of Committees and Library Research

Note: TV taping and constructive evaluations will continue.

Wednesday-August 17 8:30 - 10:45

Sensitivity Training

10:45 - 11:00

Coffee

11:00 - 12:00

Committee Meetings to begin preparation of final written reports.

12:00 - 1:30

Lunch

1:30 - 2:30

Color film of a demonstration interview by Dr. Carl Rogers

2:30 - 4:00

Continue preparation of final reports.

Note: TV taping and constructive evaluations will continue.

Thursday-August 18 8:30 - 10:45

Sensitivity Training

10:45 - 11:00

Coffee

THIRD WEEK (cont.) 11:00 - 12:00

Selected Audio Tapes

12:00 - 1:30

Lunch

1:30 - 2:00

Final Oral Report of Committee I

2:00 - 2:30

Final Oral Report of Committee II

2:30 - 3:00

Final Oral Report of Committee III

INVITED GUEST: Mr. John S. Charlton
Director
Pupil Personnel Services
Department of Public Inst.
Dover, Delaware

3:00 - 4:00

Continuation of final report writing by Committees

NOTE: TV taping and constructive evaluations will continue.

Friday - August 19 8:30 - 4:00

TOTAL Institute Summarization and Evaluation

(d) Methods:

The methods described below were utilized to accomplish the stated objectives of the Institute.

The method employed in the Sensitivity Training Session may be termed the "laboratory method". This method, as used, refers to the fact that participants created their own content for study and analysis.

The Participant Group was divided into three sensitivity training groups, each with a trainer and a co-trainer. The participants were assigned various leadership roles to perform. The effectiveness of the performance of these roles was analyzed by group members and suggestions as to more effective performances were examined. Also, interactive analysis techniques were employed to determine effectiveness of individual contributions to group productivity. Paper and pencil instruments were utilized to reveal feelings of individual group members.

Members of the Counselor Group joined with teachers and administrators in many combined functions - notably the sensitivity training sessions - during the first and third weeks of the Institute.

They spent the second week visiting twenty-five different business and industrial establishments in the state. Arrangements for these visits were made through the cooperative effort of the Institute Staff and the Education and Training Committee of the Industrial Services Committee of the Walnut Street Branch of the Y.M.C.A. of Wilmington, Delaware.

The Guidance Group employed such unique features as:

1. A tele-lecture interview with Dr. Charles S. Dewey of Chicago. The subject matter of the interview was selected interviewing techniques a counselor might use when counseling a pupil.

2. Employment of a young person of both the Negro and Caucasian races to serve as interviewees for members of the Counselor Group. Each participating counselor interviewed a youth of a race different from his own.

3. A television tape recorder was used to record each interview. The entire group viewed and made a critical analysis of each tape.

4. Discussed, at business and plant locations, employment opportunities with management representatives. Also, interviewed newly employed personnel. Each counselor had an opportunity to interview a successful employee who was a member of a minority group.

Each member of the Counselor Group worked on one of the following committees:

1. Interviewing Techniques
2. Motivation and Ethics
3. Employment Prospects for Negro Youth in the State of Delaware

The methods employed by the Teacher Group included lecture-discussion; small group discussion; analysis of prepared films and slides; and the writing of instructional units and lesson plans in the areas of social studies, science, and the language arts.

Each group member presented his work to other members in small working groups, and each group presented a proposed plan to the total Teacher Group. Criteria for analyzing and critiquing these plans and proposals were developed by the members of the Teacher Group. Each individual, and group, had an opportunity to make revisions of plans and projects after the analysis and critique were completed. The plans and proposals were reproduced and distributed to all participating members of the Institute.

(e) Teaching Aids:

Each participant was furnished with a folder containing the following: (1) note pad, (2) pencil, (3) schedule of the Institute, (4) roster of participants, (5) names of guest lecturers, (6) title of presentations, and (7) the day and hour of each presentation.

Each participant received (or will receive at a later date) copies of all materials produced by Institute participants. Other materials available were library reference materials, a bibliography of writings about the Negro by both Negro and Caucasian writers, and an annotated bibliography of writings by Negro authors.

Tape recorders, video tape recorders, and the tele-lecture were other teaching aids utilized. The tele-lecture and the video-tape recorder were especially effective.

The tele-lecture seems to be an effective way of presenting factual materials to an audience. Members of the Institute were unanimous in their recommendation that it be used by any Institute.

The video-tape recorder provides the opportunity for participants to see and hear content produced "on-the-spot" and to gain skills in analyzing the effectiveness of the content and its presentation immediately after viewing and hearing it! This aid was also highly recommended by the participants.

The aids and materials listed above seemed adequate to accomplish the stated objectives of the Institute.

(f) Consultation and Guidance:

Staff members consulted regularly with individuals and groups of individuals during the Institute. Specified times within the daily schedules were designated for this purpose. Lunch hour, late afternoons, and evenings were the times made available for consulting with participants.

Drs. Arnsdorf, Mankin, and Duke were assigned to consult with groups working on specific problems.

The comments volunteered by participants, and written comments by them, seemed to indicate that this was a strong contributing factor to the success of the Institute.

(g) Informal Program:

Informal activities included the coffee breaks (30 minutes) each morning and afternoon, pre- and post-sessions during the Institute.

(h) Facilities:

The Institute was held on the campus of the University of Delaware. All sessions were held in the Student Center Building. A large room, with folding walls, was used for both total group and small group meetings. The video-tape equipment was installed in a small room adjoining the large meeting room. This arrangement was adequate to make full utilization of this equipment.

Note: The staff and participants recommend strongly that the Institute be held away from campus in a location where physical facilities would allow living-in by all participants and staff!!

(i) Participation of Local School Systems:

This type of participation was limited. This was due to the lateness of the awarding of the contract for the Institute (July, and the Institute began on August 1). However, the Middletown and Dover School Districts did participate in some of the pre-planning activities.

All of the districts represented in the Institute will be assigned an active role in the follow-up period. The Institute participants requested that some sort of "Newsletter" be distributed to all school districts in the state. This Newsletter would relate activities planned during the Institute and implemented during the school year.

(j) Plans for Follow-up:

Follow-up activities will include the following:

Instruction in counseling techniques and the development of curriculum materials will be continued. The nature of this instruction will be determined by local districts, and requests for instructional materials and lecture-discussion will be made to staff members of the Consulting Center.

Consultation will be furnished upon request of a local district.

The Consulting Center Staff will assist local districts in developing evaluation instruments, and assist, if requested, in interpretation of analysis of evaluative data.

The following generalizations regarding <u>overall evaluation</u> of the Institute program seem justified:

1. The accumulated knowledge of participants regarding the nature of problems occasioned by desegregation and integration seems substantial.

2. Participants gained new skills in interpersonal relationships.

3. Participants were introduced to the use of technique and teaching aids in the Institute which may be used in their local school districts.

4. The participants were introduced to the fact that curriculum materials dealing with the Negro culture should be part of materials presented to pupils. (A new problem)

The participants were divided into three groups and asked to make some evaluative statements regarding the Institute. A list of these statements follows:

GROUP SUMMARIES AND RECOMMENDATIONS

<u>GROUP I</u>

We feel that the Institute has restored our perspectives of and faith in Negroes as individuals.

We feel that this Institute has fortified the ability of participants to take the initiative to assume the leadership for keeping doors of communication open for the good of all mankind. We must restrain emotions to allow this communication to flow.

We have become more sensitive to individual values and realize that human growth can only be achieved through understanding of the individual regardless of race.

This was a learning situation that would be of great value to each educator in every district throughout the state and recommend that more institutes for others, as well as follow-up institutes for those who have participated, be held.

We were made more aware of the needs of the underprivileged child and have concluded that, with complete understanding, he can be successfully taught.

We were made aware of the Negroes' contributions to our culture as well as the availability of many publications of, by, and about Negroes.

GROUP II

1. The three week Institute led to an improvement in the understanding of individual by individual.

2. We have become more sensitive to other people's feelings and have arrived at an awareness of their problems. Accordingly there have been changes of feelings in individuals.

3. By meeting in such groups we realize that there must be an involvement of the community (groups other than teachers).

4. We may not have gone deeply enough into the heart of matters. Yet, although scraping the surface, we are, "getting people to think".

5. Those who went to visit various industries felt they had a better understanding of the problems of job opportunities. Such a procedure they felt, was weak, in that not all teachers were included.

6. If we have problems, we now have contacts and sources of information.

7. Guest speakers have helped to give us some direction to our thinking (and corresponding insights).

8. Unstructured situation has given us freedom to express our thoughts.

9. The Institute has developed in us a feeling for the dignity of others.

10. The follow-ups over coffee have helped to develop mutual trust.

GROUP III PROCEDURE

OBJECTIVES

Identifying and analyzing problems that deal with teacher-pupil relationships, school and community relationships that we may face in a desegregated situation.

By our group communication certain feelings and attitudes were brought out so we can deal with our pupils, parents, and co-workers more realistically than in the past.

Techniques of teaching in a desegregated environment
(1) self-examination of feelings
(2) look at the community itself
(3) need face to face relationships - acceptance of each person as an individual
(4) don't retaliate in anger if someone explodes his or her feelings
(5) try not to take a defensive attitude - be sensitive to the feelings of others

EVALUATION OF OUR GROUP

(1) We recognized each other as individuals and their personalities.
(2) We became more sensitive to others' feelings.
(3) We learned to express ourselves on emotional issues.
(4) First week we went around issues - then later we didn't hedge about our feelings.

RECOMMENDATIONS

(1) Have Negro and white panel at P.T.A. meetings.
(2) Let teachers have some opportunity to visit industry.
(3) Information about Institute should be sent out well in advance - e.g. bibliography of materials so participants can be more well-versed concerning basic issues.

(4) Should have a follow-up to see how well things are going - 6 months or 1 year after.

(5) Possibility of having everyone live on campus get to know one another even better, other social activities add immensely to the program - paid room and board.

(6) Feel that administration should have group activities similar to our sensitivity sessions in case of hostility among the faculty.

(7) Don't change membership of sensitivity group - work as an autonomous group.

(8) Better coffee - and have donuts.

(k) Evaluation Procedure:

The following evaluation activities were engaged in by participants from the first to the last day of the Institute:

(1) reactions to presentations, (2) reactions to operational procedures, (3) participants interviewing other participants, (4) staff members interviewing participants, (5) assessment of individual feelings during sensitivity training sessions, (6) individual reactions (written) to total Institute, and (7) reaction by three groups (including all participants) to the total Institute.

A post-reactionnaire will be mailed to all participants in November, 1966, and again in May, 1967. Items on the reactionnaire will be related to experiences participants had in the Institute. A summary of the analysis of the instrument will be mailed to all participants in the 1966 Summer Institute.